DOCUMENT RESUME

ED 189 482 CG 014 507

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TITLE The Applicability of the Holland Model of Vocational Development With Spanish Speaking Clients.
PUB DATE 20 Jul 79
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Development; Cross Cultural Studies; Cultural Differences; Decision Making; *Hispanic Americans; *Interest Inventories; Personality Traits; *Spanish Speaking; Subcultures; Test Validity; *Vocational Interests
IDENTIFIERS Harrington O Shea System Career Decision Making; *Holland Vocational Preference Inventory

ABSTRACT

Vocational development theories and interest inventories researched with white samples may not be relevant to Spanish-speaking individuals. A Spanish translation of the Harrington/O'Shea System for Career Decision-Making (CDM) was developed and revised. The six scales of CDM correspond to the six personality types developed by Holland (1973): crafts (realistic): scientific (investigative), the arts (artistic): social: business (enterprising): and clerical (conventional). Subjects (N=267) from high schools and a junior college consisted of Mexican Americans, Puerto Ricans, Cubans and South Americans. The six personality types were present in all four subcultures: confirmation of the Holland hexagonal model suggests results of earlier factor-analytic studies of vocational interests may be applicable to Spanish-speaking persons. The construct validity of the CDM was also confirmed. A single approach to the examination of careers applicable to all people is less likely to result in discriminatory practices. (NRB)

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ED189482

The Applicability of the Holland Model of Vocational Development With Spanish Speaking Clients

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July 20, 1979

CG014507

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The Applicability of the Holland Model of Vocational Development With Spanish Speaking Clients

Berry and Lopez (1977) noted that one of the major concerns of counselors who work with Spanish speaking clients is the proper selection of achievement and intelligence tests. They cited that different cultural, value, and language characteristics and possible social and economic conditions contribute to test bias against Spanish speaking youngsters, the second largest minority population within the United States. They did not discuss interest inventories. In fact, very few studies have examined whether vocational development theories and interest inventories researched primarily with white samples have relevance to Spanish speaking individuals.

There are a small number of studies that have compared the vocational interests of blacks with those of whites. E. K. Strong (1943)/and E. K. Strong, Jr. (1952, 1955) provided some support for the usefulness of interest inventories with black clients. The interests of black college students in nursing and medicine and of black lawyers and life insurance agents were found to be similar to those of their white counterparts. White and black physicians did not have similar interests. Borgen and Harper (1973) found little difference in the Strong Vocational Interest Blank's (SVIB) predictive validity for black and white samples. Whetstone and Hayles (1975) examined the concurrent validity of the SVIB with samples of white and black

students in different college majors. Differences between the two samples were small. In contrast, Chu (1975) reported that the response differences on the SVIB between American and Chinese students indicated that cultural factors play an important role in influencing vocational interests, especially for females. And, Lee and Pringle (1977) reviewed the vocational theories of Roe, Super, and Holland and concluded that none of these theories have provided adequate guidelines for vocational counseling of blacks.

Factor analytic research with predominantly white subjects (Cole and Hanson, 1971; O'Shea and Harrington, 1972; Campbell, 1974) has shown that Holland's hexagonal model explained most of the variance being measured by interest inventories. Holland's model is also closely related to Guilford's (1954) comprehensive analysis of human interests which identified six major factors - mechanical, scientific, social welfare, clerical, business, and aesthetic. Primarily citing that a limitation of Holland's developmental work was that it had been done with high ability and college students, Crabtree and Hales (1974) found a hexagonal configuration similar to Holland's with a large diversified sample of low and lower middle class rural youth. These were high school seniors with average ability.

Kimball, Sedlacek, and Brooks (1973) and Doughtie, Alston, Bobele, and Wakefield (1976) indicated differences and similarities on Holland's tests concerning the vocational differences of black and white samples, but these studies did not indicate the generalizability of Holland's theory. Wakefield, Yom, Doughtie,

Chang, and Alston (1975) found that the Vocational Preference Inventory scales for black subjects corresponded generally to Holland's model but not as well as they did for white subjects. These authors wrote, "What is surprising is that they (blacks' results) do approximate the (Holland) model with only a few weaknesses." Lamb (1976) reported on the administration of the ACT Interest Inventory to samples of black, Oriental American, Spanish surnamed American, and white ethnic groups of college seniors. The analysis indicated that the basic interest structure for each of the minority samples generally corresponded to the configuration for the white sample of the same sex. The configurations also followed the expected circular pattern of Holland's model. Lamb found the structure of interests valid for blacks and Spanish surnamed males while the criterion related validity was low in the field of arts for these groups. He felt some males inappropriately chose majors despite their strong interest in other fields of study.

Spanish translations of English tests have been another major concern of counselors working with Spanish-speaking populations. Several writers have emphasized the importance of the translation process in test adaptations and have provided cautions and guidelines for translators (Brislin, 1970; Butcher and Pancheri, 1976; Sechrest, Fay, and Zaidi, 1972). Butcher and Garcia (1978) warn that even with the most adequate translation we cannot assume that an instrument measures identical constructs in a different culture. Questions about cross cultural test generalization and the validity of the instrument for the target culture must be addressed before the instrument can be relied upon. Interest inventories if they are to avoid sex stereotyping in career choice

also have a special gender problem with the Spanish language.

The purpose of the present study was to determine the construct validity of the Holland hexagonal model with Spanish-speaking subgroups.

The Instrument

The instrument used in this study was the Spanish translation of the Harrington/O'Shea System for Career Decision-Making (CDM). The interest survey portion of the CDM (Harrington and O'Shea, 1976) has 120 items that provide scores on six scales which correspond closely to the six personality types developed by Holland (1973). The Holland types have been renamed in the CDM: crafts (realistic), scientific (investigative), the arts (artistic), social (social), business (enterprising), and clerical (conventional). The Spanish CDM required three steps in its translation (Harrington and O'Shea, 1978). The initial translation was administered to four Hispanic samples in Texas and Massachusetts: Puerto Ricans, Cubans, Chicanos, and South Americans. The predominantly high school subjects were asked to underline words and phrases that they did not understand. This provided the basis for a thorough content analysis to identify language problems common to all groups and those unique to one or more subcultures. Hispanic consultants with experience in career education and guidance and the CDM's authors used these data to refine the translation. The revised translation was field tested again in Puerto Rico, California, Texas, and Massachusetts. Subjects included junior high, high school, and college students and were again asked to underline words and

phrases with which they had difficulty. Many fewer problems were discovered in this field testing. The final phrasing of the Spanish form was determined by the translation consultants. Criteria were at all times readability, the elimination of materials reflecting subcultural differences, and the reduction of sex stereotyping inherent in some of the language forms of occupational titles.

Sample

The 267 Spanish surnamed subjects used in this study resided in the United States. They indicated their ethnic background as: Mexican American (148); Puerto Rican (64); Cuban (26); and South American (29). The sample was from four high schools in Brownsville and Mission, Texas, cities on the U.S. Mexican border, a junior college and high school in Boston, and a high school in Brookline, Massachusetts. The subjects' grade levels were: nine (30), ten (42), eleven (136), twelve (38), and college (21).

Procedure

The intercorrelation matrix of the six CDM scales was compared with that of Holland's Vocational Preference Inventory (1965). Holland has found that the relationship among the six occupational types can be ordered according to a hexagon in which distances between the types are inversely proportional to the size of the correlations between them (Holland, Whitney, Cole, and Richards, 1969).

Results

A comparison of the intercorrelations found in Holland's Vocational Preference Inventory (VPI) sample and the CDM intercorrelations is reported in Figure 1. In general, the CDM scales have the same inverse relationships between distances and size of correlations as do the corresponding VPI scales. For example, the Spanish language CDM clerical scale is correlated .29 with the arts scale, the most distant scale on the hexagon, but .45 and .70 with the crafts and business scales respectively, the two scales closest on the hexagon.

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Figure 1 here
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Figure 2 presents the intercorrelations for the Chicano and Puerto Rican samples in this study. Holland's VPI intercorrelations are included to serve as a basis for comparison. It is clear from an examination of Figure 2 that there is a close correspondence in the intercorrelations for the three samples.

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Figure 2 here
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Discussion

The confirmation of the Holland hexagonal model in this diverse Spanish surnamed sample suggests that the results of earlier factor analytic studies of vocational interests may be applicable to Spanish-speaking persons. This suggests that Spanish-speaking cultures have present work models whereby crafts, scientific, artistic, social, business enterprise, and business detail interests

can develop. If these six interest factors are valid for the Spanish-speaking, it also suggests that vocational interests of the Spanish-speaking can be validly measured through the Holland scales.

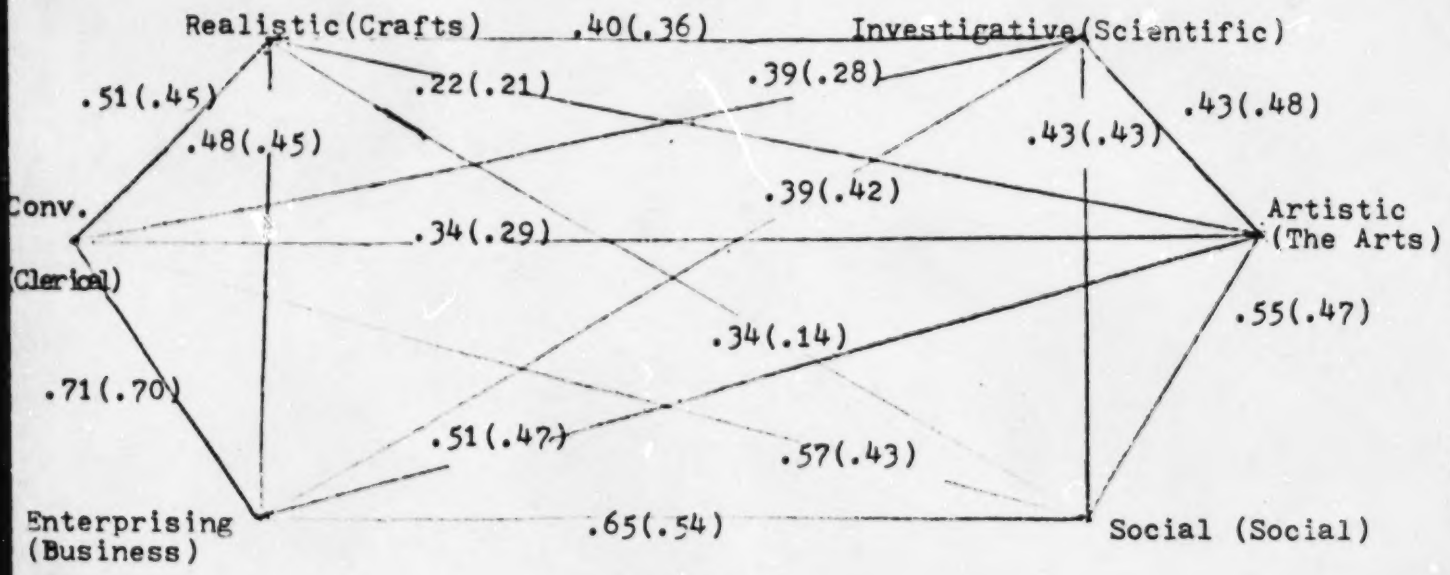
There are several advantages for a cross cultural theory of vocational development. A single approach to the examination of careers applicable to all people is less likely to result in some of the discriminatory practices that Berry and Lopez cited. A program where students are exposed to the same information, similar self assessment processes, and similar encouragement to seek out career awareness and exploration should result in increased opportunities for equal treatment.

Future research should examine whether Spanish-speaking persons in specific occupations tend to obtain the same codes which Holland has assigned to the occupations. Do Spanish-speaking accountants obtain a CES code? Additional research should focus on the hierarchy of work values among the Spanish-speaking.

These findings, however, should provide counselors with confidence that the broad clusters of the Holland model which have a sound research base among English-speaking Americans also have relevance among Spanish-speaking cultures residing within the United States. The results also confirm the construct validity of the Spanish form of the CDM which is based on Holland's model.

Figure 1

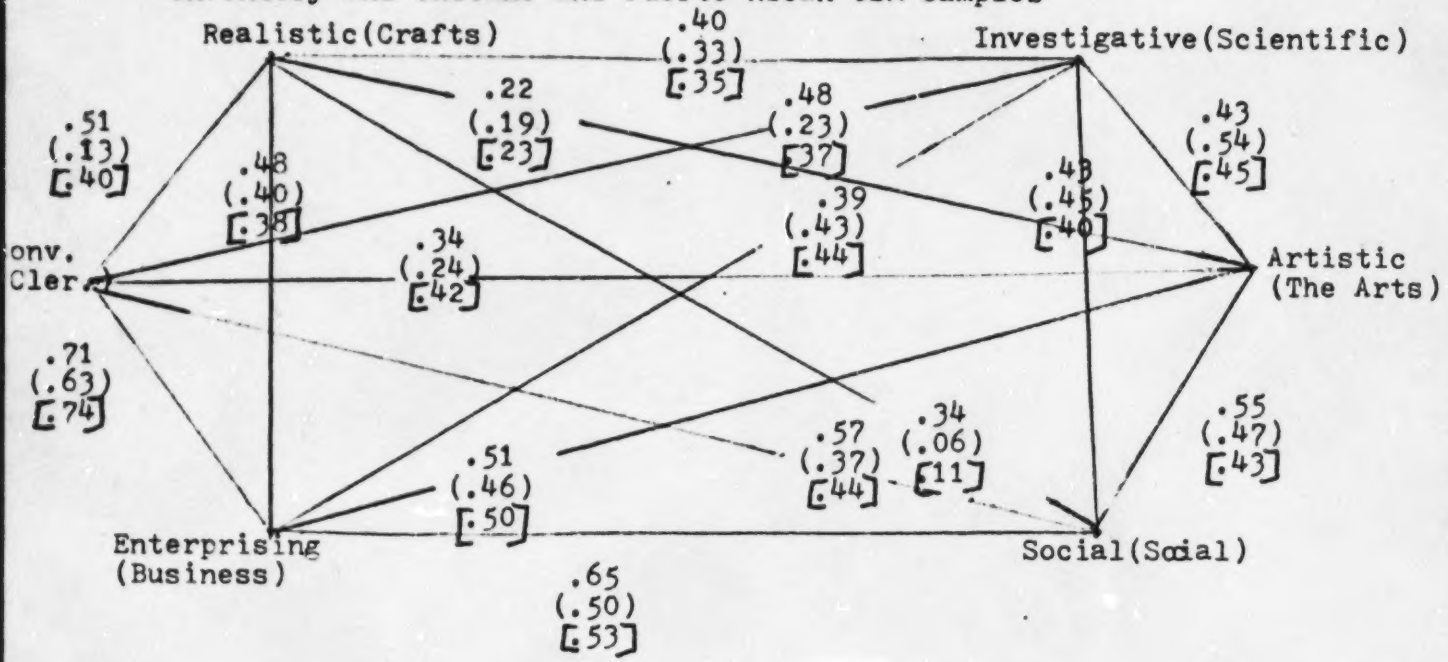
The Hexagonal Model of Holland's Vocational Preference Inventory and the Spanish Form of The Harrington/O'Shea System for Career Decision-Making



VPI correlations (N=759) are without parentheses (Holland, 1965); CDM Spanish language correlations (N=267) are inside parentheses.

Figure 2

The Hexagonal Model of Holland's Vocational Preference Inventory and Chicano and Puerto Rican CDM Samples



VPI correlations (N=759) are without parentheses (Holland, 1965);
CDM Chicano sample correlations (N=148) are inside the parentheses;
CDM Puerto Rican sample correlations (N=98) are inside the brackets.

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